

# TESOLers Building a Culture of Peace

## Integrating Language Teaching and Learning with Social Responsibility

Saturday, November 6, 2004

Truman College

Chicago, IL

The United Nations' 1948 Universal Declaration of Human Rights states that "education should strengthen respect for human rights and promote understanding, tolerance and friendship among all groups and nations." Today, amid a climate of war, terrorism, and insecurity worldwide, many educators may ask, "How can ESOL professionals promote a culture of peace, global understanding, and social responsibility in the classroom?"

Sponsored by TESOL, a global association of English language educators, this forum will help teachers and students cultivate essential intercultural and peace-building skills in the classroom that will promote cooperation, global awareness, and social responsibility in the world.

### Purpose

TESOLers Building a Culture of Peace: Integrating Language Teaching and Learning with Social Responsibility, a professional development forum, will provide participants with innovative language teaching content and an opportunity to exchange effective teaching practices. Plenary sessions and interactive workshops will introduce age-appropriate curricular activities, educational resources, and teaching methodologies.

Critical to this forum are self-awareness and intercultural understanding. Participants will learn about informative educational initiatives and projects, teaching methods, and language learning processes that build, enhance, and sustain understanding between persons, groups, cultures, and nations.

### Who Should Attend?

- K-12 teachers and administrators
- ESOL professionals in higher education and adult education programs
- Teacher trainers

### Program Agenda

8:00 a.m. – 9:00 a.m.

9:00 a.m. – 9:10 a.m.

9:10 a.m. – 9:40 a.m.

9:40 a.m. – 10:00 a.m.

10:00 a.m. – 10:15 a.m.

10:15 a.m. – 11:45 a.m.

### Saturday, November 6

#### Check-in

#### Welcome and Opening Remarks

Marguerite E. Boyd, President, Truman College

Amy Schlessman, Immediate Past President, Teachers of English to Speakers of Other Languages, Inc.

#### Keynote Speaker

#### Teaching Toward a Culture of Peace: Ethics and Diversity

Betty Reardon, Founding Director, Peace Education Center, Teachers' College, Columbia University

#### Open Discussion

#### Break

#### Concurrent Workshop Sessions (select one workshop)

#### Teaching Conflict Management and Peacemaking in the ESL Classroom

Alison Milofsky, Program Officer, U.S. Institute of Peace

#### Toward a Meaningful Understanding of Arabs and Islam

Zeina Azzam Seikaly, Outreach Coordinator, Center for Contemporary Arab Studies, Georgetown University

#### Creating Cultures of Peace in the K-12 Classroom

Rachel Grant, Assistant Professor, Pennsylvania State University

Shelley Wong, Professor, Ohio State University

#### Civic Engagement, Grassroots Advocacy, and No Child Left Behind

John Segota, Communications and Advocacy Manager, Teachers of English to Speakers of Other Languages, Inc.

#### Teaching About Refugees, Human Rights, and Tolerance

Lilli Tnaib, Public Information Assistant, United Nations High Commissioner for Refugees

**Cultivating Intercultural Respect Through Community Learning Experiences**  
Armeda Reitzel, Communication Professor and Linguistics Program Leader,  
Humboldt State University

12:00 p.m. – 1:30 p.m.

1:45 p.m. – 3:15 p.m.

**Lunch (on your own)**

**Concurrent Workshop Sessions (select one workshop)**

**Creating a Safe Environment for the Discussion of Challenging Topics**  
Alison Milofsky, Program Officer, U.S. Institute of Peace

**Creating Online Collaborative Writing Projects for Global Understanding**  
Metab Al-Jamhoor, Founder and Director of the Online Writing Collaboration Project,  
Indiana University of Pennsylvania

**Intercultural Interpretation and Mediation Skills as a Road to Peace**  
Sallee Prieto, Language Acquisition Specialist, Diverse Voices

**Creating Cultures of Peace in Teacher Education**  
Shelley Wong, Professor, Ohio State University

Rachel Grant, Assistant Professor, Pennsylvania State University

**Uncommon Journeys: Classroom Materials for Understanding Culture**  
Michael Tajchman, Third-Grade Teacher, Passages Charter School

**Model United Nations and Simulation Education: Tools for ESL Success**  
Anthony Hogan, Director of the DC Program for United Nations Education  
for the United Nations Foundation

Brian Endless, Executive Director, American Model United Nations International

3:15 p.m. – 3:30 p.m.

**Closing Plenary**

**Educators as Peace Builders: Voices from the Field**

Anghesom Atsbaha, Adjunct Faculty Member, Truman College

3:30 p.m. – 4:15 p.m.

**Presentation and Open Forum**

4:15 p.m. – 4:30 p.m.

**Evaluations**

## Plenary Sessions

### Teaching Toward a Culture of Peace: Ethics and Diversity

Learning to live with diversity and contention should be a major goal of all education for a culture of peace. This presentation will offer approaches to an ethics and a pedagogy of diversity within the context of peace education.

**Betty A. Reardon** is the founding director of the Peace Education Program at Teachers' College, Columbia University, and the International Institutes on Peace Education, both in New York, New York, in the United States. She has taught at universities in several countries and has broad experience in peace education, including human security, sustainable development, human rights, ecology, and gender. She has served as a consultant to several UN agencies and has published widely in the field of peace and human rights education, gender and women's issues.

### Educators as Peace Builders: Voices From the Field

Educators of diverse ethnic, religious, and cultural backgrounds share their experience as peace builders in their schools, classrooms, and communities. This presentation will highlight key val-

ues and ideals supporting their work. Life stories will inspire and empower participants to reflect on their role in promoting social responsibility and a culture of peace in the ESL classroom.

**Anghesom Atsbaha's** core values as an adult educator emerge from his strong belief in and commitment to social change, justice, equality, and facilitating transformational learning to meet future challenges. Atsbaha is Eritrean-American, born and raised in Africa. He teaches several courses at DePaul University and Truman College in Chicago, Illinois, in the United States, mainly history, social science, sociology, and international relations (political science). He also designed and developed a number of African history courses, courses on race and ethnic relations, and a travel course to East Africa.

## Workshops

### Teaching Conflict Management and Peacemaking in the ESL Classroom

Participants will explore strategies for incorporating discussions of difference, conflict, and conflict management in the ESL classroom. The audience will participate in activities from a peace education teaching guide created by the U.S. Institute of Peace that focuses on understanding prejudice, reducing bias, managing anger, increasing effective communication, enhancing successful negotiations, and other aspects of conflict resolution.

## Creating a Safe Environment for the Discussion of Challenging Topics

In this session, participants will explore strategies to facilitate a safe learning environment conducive to open and balanced dialogue on challenging, often heated, topics. By discussing how and why dominant groups create others and participating in interactive exercises designed to break the victim-perpetrator dichotomy, participants will reflect on how they, as well as their students, can challenge themselves to think about the multiple roles they play in society.

**Alison Milofsky** is a program officer focusing on secondary education at the U.S. Institute of Peace in Washington, D.C., in the United States. She has designed and implemented antibias education programs and trained law enforcement personnel on hate crimes for the Anti-Defamation League, trained teachers in the Slovak Republic, and taught ESOL at the university level.

## Toward a Meaningful Understanding of Arabs and Islam

Self-awareness is the first step toward exploring and promoting intercultural understanding. Through anecdotes, group experiences, and a video presentation, participants will examine their own perceptions of the Arab world and Islam, as well as the sources of their attitudes, thus laying the groundwork for sensitizing their students to stereotypes and biases. Information and readings will offer insights into the experiences of Arab Americans and Muslim Americans. A brief overview of the Arabic language will shed light on its role in the everyday life of Arabs and Muslims.

**Zeina Azzam Seikaly** is outreach coordinator at the Center for Contemporary Arab Studies, Georgetown University, in Washington, D.C., in the United States, where she organizes programs for K–12 educators on the Arab world, the Middle East, and Islam.

## Creating Cultures of Peace in the K–12 Classroom (For K-12 educators)

### Creating Cultures of Peace in Teacher Education (For teacher trainers)

Targeted toward K-12 teachers and teacher educators, these workshops will present theoretical frameworks and activities that address the complex relationships between education, language, culture, society, war, racism, religious intolerance, social inequality, and discrimination. Drawing from Vygotsky's interactionist perspective, the presenters will provide an overview of several theoretical models used for addressing peace and justice. Working in small groups, participants will read and discuss one model and develop and share their own ideas for activities and assignments that could be used to promote understanding and peace. The presenters will also share assignments and materials used to raise awareness of inequalities and lead a discussion on model institutional policies, programs, and practices that have made differences in building a culture of peace.

**Rachel Grant** is a literacy teacher educator. She has taught developmental reading to elementary and middle school children in Washington, DC, in the United States, and teacher education at

several universities. She has served as a consultant and literacy coach to school districts in four U.S. states. She has published a number of academic articles and currently serves as a representative of TESOL's Teacher Education Interest Section.

**Shelley Wong** has taught EFL in Hong Kong, SAR China, and ESL in Los Angeles, New York, Washington, D.C., Maryland and Virginia in the United States at the high school, community college, adult, and intensive English program levels. She has also taught ESL/bilingual classes for community organizations, churches, and trade unions and has been a teacher educator at several universities. She served on the TESOL Board of Directors from 1996 to 1999 and is a past chair of the Teacher Education Interest Section. She has published in a number of academic journals and is the author of a forthcoming book *Dialogic Approaches to TESOL: Where the Ginkgo Tree Grows*.

## Civic Engagement, Grassroots Advocacy, and No Child Left Behind

Since its passage in 2001, the *No Child Left Behind Act* (NCLB) has dramatically changed elementary and secondary education in the United States. In this workshop participants will examine NCLB and its impact on the classroom, and discuss how grassroots advocacy and civic engagement can facilitate change in education policy. The presenter will raise awareness about NCLB and its elements, discuss the legislative process and how the results of the 2004 presidential election could affect the future of NCLB, and empower teachers through discussion and development of grassroots advocacy tools and techniques, including a handbook.

**John Segota**, advocacy and communications manager, has been with TESOL since 1996. His advocacy work has included issues such as NCLB, student visas, standards, and adult ESL. Originally from Massachusetts, John has a background in project management, political science, and international studies.

## Teaching About Refugees, Human Rights, and Tolerance

This session will explore how teachers can encourage students to understand refugee issues and current events, and it will present practical, interactive classroom activities for three age levels about human and refugee rights, the location and composition of refugee populations, and solutions to refugee problems. Participants will examine the relationship between human rights and refugee protection. The presenters will demonstrate how teachers can motivate students to think globally and act locally. Specific teaching materials, methods, and activities to integrate refugee issues into standard curriculum will be provided and explored.

**Lilli Traub** works in the Public Information Department of the UN High Commissioner for Refugees, the UN agency responsible for the safety and well-being of refugees worldwide. UNHCR staff work in 115 countries, often in dangerous or difficult locations, to ensure protection of refugees and respect for their rights. UNHCR provides lifesaving assistance to those forced to flee their homes and helps to resolve refugee situations through voluntary return to home countries, integration in the host country, or resettlement to third countries.

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## Cultivating Intercultural Respect Through Community Learning Experiences

Developing intercultural communication competence is a significant component in peace education. Our adult and older adolescent ESL students need more than just book knowledge about culture and intercultural communication; they need to cultivate their skills by actively engaging in authentic community-building experiences such as carefully chosen field trips and/or volunteering in the local community. This interactive session will define learning circles and show ESL practitioners how to use them to create a community of reciprocity and respect among adult and older adolescent students, as well as concrete examples and strategies for providing ESL students with enriching experiences outside the classroom.

**Armeda Reitzel**, professor of communications and Linguistics Program Leader at Humboldt State University in Arcata, California, in the United States, was the 2000–2001 chair and 2003–2004 cochair of TESOL's Intercultural Communication Interest Section. A finalist for a national service-learning award in 2003, Dr. Reitzel has used community learning experiences to teach intercultural communication competence since 1981.

## Creating Online Collaborative Writing Projects for Global Understanding

This presentation demonstrates how the Online Collaborative Writing Project, an online portal for teaching and learning writing, promotes both online collaborative writing and cross-cultural communication among other nations. Students' increased awareness of the English target culture is shared to reveal the benefits gained and the difficulties encountered. The presenter will provide examples of how international writing projects like OWCP can increase global understanding.

**Meteeb Al-Jamhoor** is the founder and director of the Online Writing Collaboration Project, a meeting place in cyberspace for English teachers and learners from all over the globe. He has taught English writing for EFL students and conducted workshops and researched the integration of computer supported collaborative learning in ESL/EFL classrooms.

## Intercultural Interpretation and Mediation Skills as a Road to Peace

Cultural interpretation, cultural bridging, and mediation skills are essential for facilitating effective communication across cultures. Cultural mind-sets determine what we hear, how we interpret what we hear, the conclusions we draw based on this interpretation, and the actions that result from our conclusions. This interactive session will help participants to explore their own mind-sets and discover how they operate. It will also help them to develop the essential mediation skills that bridge cultural misinterpretations and misunderstandings, leading to the peaceful resolution of many difficult situations.

**Sallee Prieto** is an interculturalist, mediator, and language acquisition specialist with extensive experience in mediation, cultural bridging, and language teaching.

## Uncommon Journeys: Classroom Materials for Understanding Culture

In this interactive session, presenters will demonstrate lessons from a Peace Corps–based curriculum for a multicultural school setting to develop an understanding of culture and its implications. They will introduce curriculum in language arts and social studies, and programs that will help connect your classes to Peace Corps volunteers serving around the world. Participants will receive free copies of *Voices from the Field and Building Bridges*.

**Michael Tajchman** is a third-grade teacher at Passages Charter School, which serves a diverse immigrant and refugee community in Chicago, Illinois, in the United States. A former Peace Corps Volunteer in Nepal, he organized women's literacy programs as well as community awareness campaigns to increase girls' attendance in schools. He also directed a multifaceted program aimed at increasing women's participation and effectiveness in politics and local government in Nepal, and he served in the Teach For America program.

## Model United Nations and Simulation Education: Tools for ESL Success

The Model United Nations (MUN) program simulates the United Nations system. Students role-playing UN ambassadors from various nations meet to discuss, deliberate, and write official UN resolutions to solve global issues. Simulation education exercises like MUN are excellent experiential tools to teach students about international relations and a variety of skills for communication, negotiation, and conflict prevention. The session will show how you can integrate MUN simulations into your ESL/EFL classroom.

**Anthony Hogan** is a simulation education consultant and founder of MUN International, the international network for Model United Nations and simulation education. Over the past 20 years, he has participated in simulations in 11 countries as participant, speaker, organizer, or trainer. Mr. Hogan currently serves as the director of the DC Program for United Nations Education for the United Nations Foundation, where he advises government, educational, and civic organizations.

**Brian Endless** is the executive director of American Model United Nations International, a faculty member in political science at North Central College in Naperville, Illinois, in the United States, and an active public speaker on international issues in the Chicago area. He has helped to educate students and the public about international affairs for more than 20 years, and he has served in the model UN since 1982, as a participant, conference organizer, and faculty adviser at the high school, college, adult levels. He has also consulted for the UN on educational issues and for members of the U.S. Congress on UN issues.



**TESOL**

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